**Activity Analysis – Basic Form (3-1 Tubbs & Drake)**

**I. Name of Activity/Occupation:**

1. **Brief description:**

**B. Major steps – Include time required for each.**

**C. Precautions**

**II. Performance Context**

**A. Personal**

**1. Age/Gender**

**2. Residential status**

n/a

**3. Socioeconomic status**

n/a

**4. Educational status**

**B. Social**

**1. Support system**

n/a

**2. Social group membership**

n/a

1. **Cultural-Ethnicity, cultural norms**

n/a

1. **Spiritual orientation**

n/a

**E. Physical/treatment setting**

**1. Space available, furniture arrangement**

**2. Lighting, ventilation, temperature**

n/a

**3. Appliances, equipment**

n/a

**F. Temporal**

**1. Time of day**

10am

**2. Amount of time needed, multiple sessions?**

1 hour

**G. Virtual-Computer use, etc.**

n/a

**III. Performance Patterns**

**A. Habits – Does the activity utilize or reinforce useful habits?**

**B. Routine – Does the activity have an established sequence?**

**C. Roles – Is the activity consistent with customary roles of the client?**

**IV. Therapeutic Application**

**A. Treatment goal, relation to occupational performance**

**B. Appropriate population/general skills needed or addressed**

**1. Age range, diagnostic group**

**2. Motor skills (general)**

**3. Process skills (general)**

**4. Communication skills (general)**

**C. Activity demands (\*source and cost needed only for teaching activity)**

**1. Nonexpendable tools and equipment; source and cost**

**2. Expendable materials and supplies; source and cost**

**3. Space requirements**

**4. Acceptable criteria for completion**

**D. Preparation**

**1. By whom**

**2. Steps and timing required**

**3. Placement of tools and materials**

**E. Sensory or psychological stimulation anticipated**

**V. Therapeutic Modification/Method of Instruction**

**A. Opportunities for grading**

**1. Sequence, duration, procedures**

**2. Working position**

**3. Tools (position, size, shape, texture, weight)**

**4. Materials (position, size shape, texture, weight)**

**B. Opportunities for adapting**

**1. Orthotics, prosthetics**

**2. Assistive devices, technology**

**3. Preventative**

**a. Energy conservation/joint protection**

**b. Positioning/body mechanics**

**c. Activity balance/wellness**

**C. Method of Instruction**

**1. Tactile, verbal, visual cues – Type and frequency**

**2. Teaching-learning environment**

**3. Group verses individual, group member-assisted**

**VI. Therapeutic Qualities**

**A. Energy patterns – Pacing, attention to task**

**B. Activity patterns**

**1. Structured versus unstructured**

**2. Repetitive**

**3. Expressive/creative**

**4. Tactile (equipment, materials, persons)**

**VII. Performance Areas of Occupation (where applicable)**

**A. Activities of Daily Living/Instrumental Activities of Daily Living**

**B. Work**

**C. Play**

**D. Leisure Social Participation**

**VIII. Performance Skills Required**

**A. Posture**

**1. Client position**

**2. Postural control**

**B. Mobility**

**1. Static or dynamic trunk**

**2. Position changes, ambulation (functional mobility)**

**3. Trunk and limb range of motion**

**C. Coordination**

**1. Unilateral, bilateral control**

**2. Crossing midline**

**3. Fine motor manipulation**

**D. Strength and effort**

**1. Move object across surfaces**

**2. Lift objects, carry objects from place to place**

**3. Grasp, pinch**

**4. Effect of muscle tone, reflexes**

**E. Energy (motor)**

**1. Endurance level**

**2. Appropriate pacing**

**F. Energy (process) – Attention to task**

**G. Knowledge**

**1. Choose and appropriately use tools, including safety consideration**

**2. Goal-directed versus environmentally cued behavior**

**3. Appropriate seeking of information or assistance**

**H. Temporal organization**

**1. Initiation, continuance, and termination of activity**

**2. Correct sequencing**

**I. Organizing space and objects**

**1. Finds, gathers, ad replaces tools and materials**

**2. Organizes material and navigates environment safely**

**J. Adaptation – Able to make adaptive responses; may include anticipation,**

**correction of mistakes, learning**

**K. Physical communication/interaction**

**1. Body language and position**

**2. Personal space, appropriate contact**

**L. Information exchange**

**1. Speaks**

**2. Engages**

**3. Expresses, asks**

**M. Maintaining appropriate relationships**

**1. Collaborates**

**2. Conforms, respects**

**IX.Client Factors – Specific Skill Requirements**

**A. Global mental functions**

**1. Must client be fully oriented?**

**2. Must client have a stable personality, behavior?**

**3. Must client have motivation? Impulse control?**

**B. Specific mental functions**

**1. How much attention, memory are needed?**

**2. Must client be able to interpret all sensory stimuli?**

**3. Will thought disorders interfere?**

**4. What language ability is required?**

**5. Are executive functions needed?**

**6. Is calculation ability required?**

**7. What motor planning skills are needed? (Is task familiar or novel?)**

**8. Must client have intact body image, concept?**

**C. Sensory functions and pain**

**1. How much visual acuity and what types of visual perception are needed?**

**2. How much hearing is needed?**

**3. How much balance is needed?**

**4. Can client perceive and respond to pain?**

**5. Does client need to be able to discriminate other sensory stimuli (e.g. taste,**

**smell, touch, body movement, temperature)?**

**D. Systems function**

**1. What is client diagnosis/diagnoses?**

**2. Will the activity have an effect on respiration, blood pressure, or other**

**cardiac function?**

**3. Will the activity have an effect on digestive, metabolic, endocrine, or**

**excretory functions?**

**4. Will the activity have an effect on skin, hair, or nails?**

**E. Neuromuscular/motor function – Refer to Section VIII, A through E, for**

**application of these functions**

**1. Joint mobility and stability**

**2. Muscle strength, endurance, and tone**

**3. Motor reflexes, reactions**

**4. Involuntary movements (e.g., tics and tremors)**

**5. Eye-hand, eye-foot, and bilateral coordination**

**6. Mobility, including postural control, transitional movements, and gait**

**X. Miscellaneous Psychosocial Considerations**

**A.Does the craft provide the opportunity to discover what is valuable to the client?**

**B. Could the craft contribute to self esteem? How?**

**C. Does the craft offer opportunities for affective expression?**

**1.**

**2.**

**3.**

**4.**

**D.**

**E.**